

## **TERMS OF REFERENCE**

### **Project End-line Evaluation**

**Project Name: Empowerment of Youth for Economic Development and Peace Building Programme**

**Country: South Sudan**

**Project location: Rumbek**

### **Project Background**

Save the Children has been operating in South Sudan since the early 1990s and currently implements programmes in eight out of ten states, including the states most affected by the current conflict. Save the Children works closely with local and international non-governmental organizations across a number of sectors including education, health and nutrition, child protection, child rights governance, food security and livelihoods. With a large youth empowerment and technical vocational education and training programme portfolio in South Sudan, Save the Children works to strengthen local partners and stakeholders, and to provide life-changing services to youth and young adults in Lakes States, delivering integrated vocational training and peace building activities, strengthening programmes for at risk youth and children.

Recognizing the lack of Technical Vocational Education and Training (TVET) opportunities for youth, Save the Children South Sudan was awarded 2.5 million Euro project from the European Union to implement “The Youth Employability and Participation Project in Lakes State (Rumbek central Wulu and Cueibet counties)”. The Youth Employability and Participation project is a three-year program, beginning January 2016, and ending on 31st December 2018. This is an integrated programme aimed at holistic development of youth through provision of Business Technical Vocational Education and Training (BTVET), strengthening institution capacity of state ministry officials, community and CSOs with the aim of improving employability chances of the deprived youth hence enable to actively, participate in development agenda of the country/state. Target beneficiaries of the programme are, groups of youths, including; School dropouts, those who cannot, read, or write, youths/children living in the streets, those who have been in contact with the law. young parents- boys and girls, and graduates from different level of academic attainment who may have missed further development chances due to, limited resources or lack of employment opportunities in the country. The programme was delivered directly by Save the Children and through a national partner based in Rumbek, the DRDA (Dhiar for Rehabilitation and Development Association) and also worked closely with relevant local state ministries, Ministry of social development, Ministry of culture youth and sports, Ministry of Labour, Ministry of Education, Science and Technology), and five civil society organization.

The broad objective of the project was:

- Young women and men in South Sudan are, economically, and socially empowered in an active and strong civil society, contributing to a peaceful, democratic and stable South Sudan.

The specific objectives were:

1. To improve the livelihoods and employability of young women and men and increase their resilience against social and economic shocks in Lakes State.
2. To promote youth participation, cooperation, strengthen expertise and self-reliance of local communities, CSOs and LAs in the delivery of VET services and skills development in Lakes state.

The project outputs were:

- Output 1.1: 1,200 young women and men have improved access to business/ vocational and life skills that are market demand driven, enabling access to productive resources for self- and/or gainful wage employment
- Output 1.2: Rumbek VET centre, and local artisans to Rumbek VET centre's satellite units are capacitated to provide quality VET training to young women and men.
- Output 2.1: CSOs, community representatives, business/private sector and local authorities have increased recognition of the importance of skills and business training opportunities for enhanced livelihood of youth and peace building
- Output 2.2: Technical Advisory Committee for the VET sector in all of Lakes State has strengthened technical and institutional capacity to coordinate and provide quality VET- opportunities for young women and men.
- Output 2.3: 350 youth and 250 women organized in youth and women advocacy groups engage in social accountability processes to ensure the relevance, quality, gender equity, and overall satisfaction with the VET programme and the progress in youth employment in Lakes State

### **Purpose of the end line evaluation**

The purpose for this evaluation is to assess the performance of the project and capture project achievements, challenges and best practises to inform future similar programming. It will also review the recommendations of the project Mid Term Review (MTR), and ROM reports, and assess the extent to which these were implemented. The evaluation will also ensure **accountability** towards **European Union** as a donor and the beneficiaries of the program. On the other hand, it offers a **learning aspect** for all stakeholders. The evaluation will also identify key lessons learned, challenges and the flexibility of the programme to adapt and respond to the changes and sustainability of Technical Vocational Education and Training in Lakes state.



**The end of programme evaluation will have three objectives:**

**Objective 1:** Evaluate to what extent the Save the Children South Sudan “the Youth Employability and Participation in Lakes State programme” has delivered effective, efficient, relevant and timely activities to beneficiaries as set in the project log frame.

**Objective 2:** Assess whether the collaboration between Save the Children, and line Ministry of Social Development, Ministry of Culture Youth and sports, Ministry of Labour, Ministry of Education, Science and Technology, implementing local partner (DRDA) and the five CSOs has added value, to the interventions with a positive effect on beneficiaries and other stakeholders. What has contributed to this added value and what has not?

**Objective 3:** Identify and assess key lessons learned, challenges and draw recommendation for future programming of Technical Vocational Education and Training in South Sudan

The end line evaluation should assess the following evaluation/review criteria and include all of the following questions:

**Objective 4: To conduct Tracer Study of the TVET graduates.**

This will be complementary study to end line evaluation. The objective of the study is to assess employment destination of the trained youth and measure the extent to which skills acquired through the program has improved TVET graduates living status

**Objective 1: To what extent the Save the Children South Sudan “the Youth Employability and Participation in Lakes State programme” has delivered effective, efficient, relevant and timely activities to beneficiaries as set in the project log frame.**

I. **Effectiveness:**

The end line evaluation should assess the following:

- To what extent have the planned objectives in the log frame of the project, been reached, per indicator, disaggregated by gender and age?
- To what extent have the project activities contributed to the overall goal? Was the project effective in increasing skills of TVET graduates to improve their living status and responding to humanitarian needs?
- What were the major factors influencing the achievement of the objectives of the project?
- What opportunities for collaboration have been, utilized and how have these contributed to increased effectiveness? or otherwise?
- Have proper accountability and risk management framework(s) been in place to minimize risks on program implementation?

II. **Efficiency:**

- How efficient was the delivery of project by Save the Children, not only in terms of expenditure, but also in terms of implementation of activities?
- Was the project activity implementation (modality), considered to have been cost-efficient, while not compromising quality?
- What would have been opportunities within project to reach more beneficiaries with the available budget or to reduce costs while reaching at least the same number of beneficiaries without compromising quality?
- What choices were, made in terms of collaboration and non-collaboration during program design? Why were, these choices made?
- Were, alterations made to the program design in terms of collaboration during the implementation phase based on the reality on the ground?
- What were the outcomes of these choices for effective and efficient program implementation?

### III. **Relevance/Impact**

- How relevant were the objectives and activities, implemented by the project, in addressing humanitarian needs in Lakes states?
- How do beneficiaries perceive the relevance of the project and how has the activities implemented improved their lives? Are there any stories of change?
- How has the collaboration between Save the Children, Local partners, CSOs and line ministries contributed to appropriate response of specific needs and priorities of the beneficiaries?
- To what extent was project able to adapt and provide appropriate response to context changes and emerging local needs, and the priorities of beneficiaries?

### IV. **Timeliness:**

- Were the project design and interventions timely in responding to the needs on the ground?
- Were, the activities timely implemented in comparison to project planning?
- Were funds available in time during implementation of the activities to respond to new developments,
- To what extent did the collaboration between Save the Children and line ministries and other stakeholders contributed to efficient and timely coordination of logistic activities and processes?

### V. **Reach:**

- To what, extent have the project beneficiaries been reached and what mechanisms were in place to improve coverage?
- What are the main reasons that the project provided or failed to provide to its target beneficiaries proportionate to their need?



## VI. **Quality:**

The end line evaluation should assess the overall quality of the implementation. It is important to include beneficiaries' opinion on the quality of the services received.

- What mechanisms are in place to track project implementation of the Save the Children projects? (i.e. internal monitoring, evaluation, accountability, learning (MEAL) and quality assurance mechanisms)?
- How have they been, utilized to increase quality within the project?

## VII. Did the quality of activities, delivered by project meet the needs and expectations of the beneficiaries?

What do beneficiaries feel could be improved in Contribution to improving local capacity

- To what extent, did the project interventions contributed to build long-term community capacity?
- To what extent, was the project participatory in all the project cycle?

**Objective 2: Assess whether the collaboration between Save the Children, and line Ministry of Social Development, Ministry of Culture Youth and sports, Ministry of Labour, Ministry of Education, Science and Technology, implementing local partner (DRDA) and the five CSOs has added value to, the interventions with a positive effect on beneficiaries and other stakeholders. What has contributed to this value addition, and what has not?**

## **Learning:**

- Which of the interventions, approaches, and modalities/strategies have been most effective according to Save the Children and line ministries (Ministry of Justice, Ministry of Labour, Ministry of Education, Science and Technology)?
- Is there any substantial evidence on how project learning, were generated and applied to improve the delivery or effectiveness or efficiency of activities?
- Who benefited from shared learning experiences (e.g. quarterly, joint field visits, workshops provision on best approaches and methodology), mainly the NGOs or also the local sector, community members and beneficiaries?
- How did the different actors learn from these experiences?

## **Complementarity and harmonization:**

- Are there any concrete examples of successful models of collaboration of Save the Children with other partners on geographic level, not just in terms of avoiding duplication but increasing complementarity and integrated programs affecting the reach and impact on beneficiaries?
- What are barriers and/or enablers to this?
- To what extent were the activities of the project complement to the work of other stakeholders, i.e. prevented duplication and contributed to the larger response activities in South Sudan?



**Visibility:**

- What measures have been taken, to create visibility of the project's added value, towards line ministries, South Sudanese public (including beneficiaries), South Sudanese government, other INGOs/INGO forum?

**Joint activities:**

- What joint activities were, undertaken during the implementation of project, both at a field level as well as at a country office level? (Please provide concrete, short, substantial, cases of evidence)

**Objective 3 Identify and assess key lessons learned, challenges and draw recommendation for future programming of Technical Vocational Education and Training in South Sudan Learning**

The end line evaluation should at least include one lesson learned and recommendation per evaluation category, i.e. effectiveness, efficiency, relevance etc.

- What are the key lessons learned per objective? To what extent has the delivery of response activities contributed to effective, efficient, relevant and timely delivery of aid and enhanced impact for the beneficiaries?

**Sustainability**

- Will the changes caused by this programme continue beyond the life of the project?
- What, mechanisms have, Save the Children, and partners put in place to sustain the key programme Outputs and Outcomes?
- How has the programme worked with local partners to increase their capacity in a sustainable way?
- What motivations /mechanisms exist for partners to continue playing these roles?
- What are the risks facing sustainability of programme Outputs and Outcomes?

**Objective 4: To conduct Tracer Study with the TVET graduates.**

The tracer study should assess the following

- To what extent have the skilled gained by TVET graduated been or not utilized? what are the main reasons for not utilizing the skills
- Are there any concrete examples that skills gain improved graduate economic status?
- How was, the training delivered? Are graduates satisfied with quality of training?
- How long does it take the trained youth to find employment?

**I. Methodology**

The methodology will, be developed by the consultant, as well as all relevant tools and presented in the inception report. The three strategic objectives mentioned in chapter 2 should, be assessed, including all research questions under each objective.

The data collection should include the use of a number of approaches to gain a deeper understanding of the outcomes of the project, including:

- Desk review of background documents (project document, project monitoring data, progress report, mid-term review report, field visit reports etc).
- End line evaluation survey with TVET graduates/beneficiaries in project implementation sites
- Key informant interviews (e.g. with Save the Children project staff members, i.e. program manager, technical field staff, field coordinator and key community members/beneficiaries, local partner, CSOs and representatives from the line ministries) to gather substantial anecdotal evidence on **the effectiveness, efficiency, relevance and timeliness** of the project activities implementation and delivery
- Focus group discussions (e.g. with stakeholders, community members, TVET undergraduates and Community Site Management Committee (Local authorities) representatives, The FGD will serve as input for the narrative anecdotal evidence.
- A learning event in Juba and Lake state to disseminate lessons learned through a presentation and a workshop facilitated by the consultant

Next to the data collection method, an appropriate and strategic sampling method should be selected e.g. snowball sampling, purposeful random sampling or mixed purposeful sampling methods.

## 2. Deliverables

The consultant is, expected to lead, accomplish and submit the following deliverables within the agreed timeframe and budget:

- An inception report, which will serve as an agreement between parties on how the evaluation will be, conducted. Items to address:
  - Understanding of the issues and questions raised in the ToR
  - Data sources; how to assess the questions in the ToR
  - Research methodology, including suggested sample and size
  - Schedule of activities and traveling (timeline)
  - Proposal for a learning event/validation of evaluation findings in Juba/Lakes
  - Detailed budget
  - Appropriate validated draft data collection tools (e.g. methodological guidelines, group interview questions)
  - Raw data in any of the following statistical packages (STATA, SPSS, cSPro) and also transcribed qualitative scripts
- A max 35-page draft and final evaluation report (in MS Office and PDF for final), excluding annexes and in English.

- A max of 20-page draft and final tracer report (in MS Office and PDF for final), in English.
- Both reports should be in the format indicated below, to be submitted to, Save the Children, South Sudan Country office, Save the Children Denmark and EU. It is preferable to illustrate the results by appropriate graphs, visuals, tables and/or a dashboard with an accompanied explanatory text. The report should consist of:
  - a) Executive Summary in bullets (max. 2 pages)
  - b) Introduction
  - c) Methodology, including sampling and limitations
  - d) Analysis and findings of the evaluation. The analysis should be done according to the objectives:
    - evaluation objective 1
    - evaluation objective 2
    - evaluation objective 3, including an implementation strategy for the recommendations
  - e) Address concerns, lessons learned and comments from Save the Children
  - f) Stories of change and quotes from respondents
  - g) Conclusions for each of the end line evaluation objectives
  - h) Recommendations for future projects
  - i) Annexes:
    - Relevant maps and photographs of the evaluation areas where necessary
    - Bibliography of consulted secondary sources
    - Finalized data collection tools
    - List of interviewees with accompanying informed consent forms
- PowerPoint presentation of preliminary findings to Save the Children in Juba
- Learning event for project stakeholders, partners, CSO in Juba or Lakes. The structure and activities of the learning and evaluation meeting will, be agreed with Save the Children.



### 3. Indicative timescales

The data collection phase in the field is to be confirmed between the consultant and Save the Children, but ideally would start in third week of January 2019, with the final report deadline to Save the Children by the second week of February 2019.

Phase	Deliverables	Payment	Working days indication
<b>Inception phase</b>	Draft inception report		
<b>Tools development phase</b>	<i>Deliverable 1:</i> final inception report including budget, methodology and qualitative research tools, approved by SCD, and South Sudan Project team.	30 % of total budget	3
<b>Data collection phase</b>	Desk review, interviews in and field visits South Sudan		10
<b>Data analyses phase</b>	Presentation of initial findings in South Sudan and draft of the report		3
<b>Evaluation report phase</b>	Draft Evaluation Report, for comment by project team in South Sudan and SCD		3
	<i>Deliverable 2:</i> Learning session in Juba	30 % of total budget	1
	<i>Deliverable 3:</i> Final Evaluation Report	40 % of total budget	2
<b>Total</b>		<b>100%</b>	<b>22 days</b>

\* Timetable depends on the weather, not all areas accessible in case of rain or insecurity.

\*\* Number of workdays as if for one consultant at senior rate, however lump sum to be, divided over a team of researchers, preferably 1 senior English consultant and a local consultant.

#### 4. Roles and responsibilities

Lead Consultant	SC- South Sudan	SCD ( <i>Contract holder</i> )
<p><b>Develop an inception report, detailing the methodology- stakeholders to be interviewed, tools to be developed, time frame for the evaluation and budget</b></p>	<ul style="list-style-type: none"> <li>○ Provide all required background materials to the consultant in a timely manner.</li> <li>○ Read and provide comments on the inception report including the proposed research methodology, the information gathering techniques and the suggested target sites.</li> <li>○ Providing data/information for desk review</li> </ul>	<ul style="list-style-type: none"> <li>○ Review consultant’s qualifications or specialized knowledge or experience required.</li> <li>○ Provide all required background materials to the consultant in a timely manner.</li> <li>○ Read and provide comments on the inception report including the proposed research methodology, the information gathering techniques and the suggested target sites.</li> </ul>
<p><b>Holds the overall management responsibility of the review, including designing and carrying out the evaluation, drafting the final report and debriefing the project team and key stakeholders.</b></p>	<ul style="list-style-type: none"> <li>○ Review and comment on deliverables</li> <li>○ Provide guidance where necessary</li> <li>○ Support logistics for the evaluation team where necessary</li> <li>○ Facilitate contacts with key beneficiaries and line ministries Arrange logistics and planning of the field research, supporting the evaluation team during field work and bring research team to the beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>○ Oversee the service provider by managing the consultancy contract; monitor adherence to specified deadlines; facilitating access to required information; review and comment on deliverables</li> </ul>
<p><b>Liaise with SCD staff throughout the process, providing weekly updates and seeking their input and</b></p>	<ul style="list-style-type: none"> <li>○ Provide guidance throughout all phases of execution, facilitation of the fieldwork, including interviews with local government, communities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Review and comment on draft report submitted by the evaluator i.e. preliminary reports and the final report, providing feedback to draft data collection tools and reports</li> </ul>

<p>advice where necessary. Request approval in case of deviation from budget, and for miscellaneous costs.</p>	<ul style="list-style-type: none"> <li>○ Review and provide feedback to the project evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>○ Approving all deliverables and facilitating access to any documentation (or any person) deemed relevant to the evaluation process.</li> </ul>
<p>Sign the SCI Child Safeguarding Policy and abide by the terms and conditions thereof.</p>		<ul style="list-style-type: none"> <li>○ Manage the evaluation budget and communication around costs and requests from evaluator for miscellaneous expenditure.</li> </ul>

## 5. Qualifications and experience

### **Required**

- At least Master’s degree in Education, International Development Studies, Humanitarian Leadership Program, or a related field
- At least 7 years’ experience in working with humanitarian sectoral programs relating to education (Technical Vocational Training) and livelihood program
- Demonstrated experience with quantitative and qualitative research, data base management and statistical data analysis
- Experience of working in South Sudan/East Africa
- Experience of evaluating TVET programs
- Proven record of communicating with beneficiaries.
- Understanding of TVET policy, standards and protocols
- Ability to assess and further develop a conceptual evaluation tool
- Relevant subject matter knowledge and experience regarding the thematic areas of this TVET project
- Ability to deal with hardship and remote area field work

### **Preferred**

- Strong understanding of humanitarian and evaluation ethics and a commitment to ethical working practices
- Experience of working in insecure environments in South Sudan and managing security risks
- Action-oriented and evidence based approach and strong drive for results;
- Highly developed self-management, and communication skills;

## 6. Guiding Principles and Values

Adherence to Save the Children Code of conduct, Child Safeguarding practices and confidentiality when interviewing or photographing children. Gender mainstreaming is key to Save the Children and the donor; therefore, the lead consultant will have to ensure that the research team is gender balanced, ensuring that females are available to interact with female beneficiaries and vice versa. The consultant will also take into account principles of impartiality, independence, objectivity, participation, collaboration, transparency, reliability, privacy, and utility throughout the process.

## 7. Selection process

Save the Children will use its internal guidance, checklists and an interview process to select the successful consultant. The guidelines require the consultant to submit, a proposal explaining, their comprehension of the ToR, and how they would approach this assignment, with a summary of their methodology, especially in terms of how they plan, to meet the objectives, including a period and budget. This should include a team composition with a lead consultant and at least one other experienced evaluator and a cv of each person to be involved in the assignment, including relevant experience, a detailed budget and time availability

## 8. Submission of application

Along with their CV interested candidates should submit

- A technical proposal explaining, their comprehension of the, ToR, and how they would approach this assignment, summarising, the methodologies, and approaches they, plan to use, including a timeline.
- Two samples of similar previous assignments
- Their availability
- A financial proposal outlining their expected fees, costs of return flights, visas, meals and life insurance. Save will cover the in-country accommodation and all operation and field logistics costs. In their proposal, candidates should consider that the budget, would, cover approximately 22 consultant days from third week of January to second week of February 2019.

Interested candidates/institutions should submit a technical and financial proposal and two samples of similar previous assignments. Applications should be, submitted to [Juba.Procurement@savethechildren.org](mailto:Juba.Procurement@savethechildren.org) no later than **20<sup>th</sup> December 2018**.

